

Qualification Pack



Wellness Therapist (Elderly)

QP Code: BWS/Q0308

Version: 1.0

NSQF Level: 4

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BWS/Q0308: Wellness Therapist (Elderly)

Brief Job Description

A wellness therapist for elderly is a responsible and rewarding role that involves working with older adults to enhance their overall well-being and quality of life. Individuals at this job need to provide guidance, care and support to elderly at various work settings such as Hospitals, Institutional & Home Care set up. These professionals act as a companion to older adults and helps in achieving and maintaining holistic well-being in terms of - physical, mental, emotional, and spiritual aspects

Personal Attributes

The individual should be physically active and willing to work with elderly. The person should be empathetic, compassionate, attentive and cultural sensitive with excellent interpersonal skills.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [BWS/N3201: Introduction to Elderly Holistic Well-being](#)
2. [BWS/N0508: Carry out Wellness Assessments and Nutritional Modifications](#)
3. [BWS/N0616: Provide Basic Skin Care, Hair Care and Alternative Therapy](#)
4. [BWS/N0233: Provide Yoga and Meditation Services for Elderly](#)
5. [BWS/N9002: Maintain health and safety at the workplace](#)
6. [BWS/N9003: Create a positive impression at the workplace](#)
7. [BWS/N9001: Prepare and maintain work area](#)
8. [DGT/VSQ/N0102: Employability Skills \(60 Hours\)](#)

Qualification Pack (QP) Parameters

| | |
|-------------------|----------------------------------|
| Sector | Beauty & Wellness |
| Sub-Sector | Alternate Therapy & Rejuvenation |
| Occupation | Wellness |
| Country | India |

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| | |
|---|---|
| NSQF Level | 4 |
| Credits | 19 |
| Aligned to NCO/ISCO/ISIC Code | NCO-2015/NIL |
| Minimum Educational Qualification & Experience | <p>8th grade pass with 2 year NTC plus 1 year NAC plus 1 year CITS</p> <p>OR</p> <p>10th grade pass and pursuing continuous schooling (for 2 year program)</p> <p>OR</p> <p>10th grade pass (with two years of any combination of NTC/NAC/CITS or equivalent)</p> <p>OR</p> <p>10th grade pass with 2 Years of experience</p> <p>OR</p> <p>11th grade pass (and pursuing continuous schooling)</p> <p>OR</p> <p>11th grade pass with 1 Year of experience</p> <p>OR</p> <p>12th grade Pass</p> <p>OR</p> <p>Previous relevant Qualification of NSQF Level (3.0 (Wellness Neurotherapist/ Assistant Beauty Therapist/ Assistant Hair Dresser and Stylist) with 3 Years of experience</p> <p>OR</p> <p>Completed 2nd year of the 3-year diploma after 10 (Or Pursuing 2nd year of 3-year regular Diploma)</p> |
| Minimum Level of Education for Training in School | |
| Pre-Requisite License or Training | NA |
| Minimum Job Entry Age | 18 Years |
| Last Reviewed On | NA |
| Next Review Date | 31/08/2026 |
| NSQC Approval Date | 31/08/2023 |
| Version | 1.0 |
| Reference code on NQR | QG-4-BW-00734-2023-V1-BWSSC |
| NQR Version | 1 |

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BWS/N3201: Introduction to Elderly Holistic Well-being

Description

This OS unit is about understanding the basic theories of ageing and its effects on human body.

Scope

The scope covers the following :

- theories of ageing
- effects of ageing
- psychological and psychosocial changes and coping with them
- common old age issues

Elements and Performance Criteria

theories of ageing

To be competent, the user/individual on the job must be able to:

- PC1.** develop understanding on different theories of ageing like cross-link theory, radical theory, somatic mutations theory, genetic theory and pacemaker theory
- PC2.** identify the biological changes that occur while ageing

effects of ageing

To be competent, the user/individual on the job must be able to:

- PC3.** classify the effects of ageing on the human body in terms of physical change, decline in sensory functions, cognitive changes, increased risk of chronic health conditions
- PC4.** explain the changes in body composition that occur during ageing
- PC5.** state the musculo skeletal changes in the ageing phase
- PC6.** outline the changes that occur in the ageing phase in the cardiovascular system, respiratory system, nervous system, endocrine system, digestive system and immune system
- PC7.** analyse the change in skin and connective tissues while ageing

psychological and psychosocial changes and coping with them

To be competent, the user/individual on the job must be able to:

- PC8.** understand and provide assistance in making the elderly adjusted to the personality changes, social changes, changes in family and living arrangements and depression
- PC9.** establish companionship with the elderly to help them against stress or anxiety
- PC10.** provide assistance and empower the elderly in using different social media platforms, online shopping, making appointments, booking transportation
- PC11.** Identify factors contributing to active ageing and support independence and wellbeing of elderly
- PC12.** identify and network with relevant elderly services to explore community inclusion opportunities

common old age issues

To be competent, the user/individual on the job must be able to:

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- PC13.** describe various old age health issues like elderly fever, anemia, hypertension, vertigo, anorexia, loss of memory, respiratory disease, heart disease, kidney disease, stroke, metabolic disorders, musculoskeletal disorder, ibs, vision, hearing, sleep disturbances, perimenopausal problem, genitourinary problem, prostate, hair and skin problems
- PC14.** • identify how to prevent and avoid health concerns through hygiene, exercise, healthy diet and lifestyle practices
•

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** important relevant protocols, good practices, standards, policies and procedures
- KU2.** basic structure and functioning of hospitals and residential senior living sector
- KU3.** current best practices prevailing in the sector
- KU4.** understanding of human anatomy
- KU5.** theories of ageing like cross-link theory, radical theory, somatic mutations theory, genetic theory
- KU6.** old age common health issues and their prevention

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** read theories of ageing
- GS2.** communicate client's concerns to healthcare providers and family

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Assessment Criteria

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| <i>theories of ageing</i> | 4 | 6 | - | - |
| PC1. develop understanding on different theories of ageing like cross- link theory, radical theory, somatic mutations theory, genetic theory and pacemaker theory | - | - | - | - |
| PC2. identify the biological changes that occur while ageing | - | - | - | - |
| <i>effects of ageing</i> | 14 | 20 | - | - |
| PC3. classify the effects of ageing on the human body in terms of physical change, decline in sensory functions, cognitive changes, increased risk of chronic health conditions | - | - | - | - |
| PC4. explain the changes in body composition that occur during ageing | - | - | - | - |
| PC5. state the musculo skeletal changes in the ageing phase | - | - | - | - |
| PC6. outline the changes that occur in the ageing phase in the cardiovascular system, respiratory system, nervous system, endocrine system, digestive system and immune system | - | - | - | - |
| PC7. analyse the change in skin and connective tissues while ageing | - | - | - | - |
| <i>psychological and psychosocial changes and coping with them</i> | 10 | 18 | - | - |
| PC8. understand and provide assistance in making the elderly adjusted to the personality changes, social changes, changes in family and living arrangements and depression | - | - | - | - |
| PC9. establish companionship with the elderly to help them against stress or anxiety | - | - | - | - |
| PC10. provide assistance and empower the elderly in using different social media platforms, online shopping, making appointments, booking transportation | - | - | - | - |

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| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| PC11. Identify factors contributing to active ageing and support independence and wellbeing of elderly | - | - | - | - |
| PC12. identify and network with relevant elderly services to explore community inclusion opportunities | - | - | - | - |
| <i>common old age issues</i> | 8 | 20 | - | - |
| PC13. describe various old age health issues like elderly fever, anemia, hypertension, vertigo, anorexia, loss of memory, respiratory disease, heart disease, kidney disease, stroke, metabolic disorders, musculoskeletal disorder, ibs, vision, hearing, sleep disturbances, perimenopausal problem, genitourinary problem, prostate, hair and skin problems | - | - | - | - |
| PC14. <ul style="list-style-type: none"> identify how to prevent and avoid health concerns through hygiene, exercise, healthy diet and lifestyle practices | - | - | - | - |
| NOS Total | 36 | 64 | - | - |

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National Occupational Standards (NOS) Parameters

| | |
|----------------------------|---|
| NOS Code | BWS/N3201 |
| NOS Name | Introduction to Elderly Holistic Well-being |
| Sector | Beauty & Wellness |
| Sub-Sector | Alternate Therapy & Rejuvenation |
| Occupation | Wellness |
| NSQF Level | 4 |
| Credits | 1 |
| Version | 1.0 |
| Last Reviewed Date | 31/08/2023 |
| Next Review Date | 31/08/2028 |
| NSQC Clearance Date | 31/08/2023 |

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BWS/N0508: Carry out Wellness Assessments and Nutritional Modifications

Description

In this NOS, the candidate will learn about the role of wellness therapist for the elderly. The candidate will learn how to assess, identify and create wellness plans according to the needs of elderly

Scope

The scope covers the following :

- assessing mental well-being, emotional well-being ,physical well-being , and social well-being
- creating personalized wellness plan
- identify Malnutrition status and daily energy needs
- dietary modification as per physical needs
- nutrition modification for healthy skin, nail and haircare

Elements and Performance Criteria

assessing mental wellbeing, emotional wellbeing, physical wellbeing, and social wellbeing

To be competent, the user/individual on the job must be able to:

- PC1.** introduce oneself to begin working and establish a rapport
- PC2.** build rapport and trust through communication and respect cultural sensitivities
- PC3.** ensure patient's privacy for assisting with any task
- PC4.** know how to use and fill up the assessment form
- PC5.** obtain relevant information from their caregivers about their health status
- PC6.** filling up the cognitive assessment tool accurately and patiently to assess cognitive decline, depression and Alzheimer's issue
- PC7.** filling up the activities of daily living scale - bathing, dressing, feeding, toileting, transferring, fecal urinary continence, vision and hearing- to assess the functional ability
- PC8.** assessing the feeling of loneliness, isolation, emotional and social support
- PC9.** establish companionship with the elderly to help them against stress or anxiety
- PC10.** proper assessment according to the standard criteria

creating personalised wellness plan

To be competent, the user/individual on the job must be able to:

- PC11.** prepare an individualized wellness plan on based on the assessments, that brings comfort and peace of mind for elderly, their family and care givers
- PC12.** resolving the issues by priority, involving and informing the caregivers and the family
- PC13.** recommendations that relieve stress and worry, save time and money
- PC14.** establish companionship with to help them against stress or anxiety
- PC15.** help to restore, maintain and improve the quality of life

identify malnutrition status and daily energy needs

To be competent, the user/individual on the job must be able to:

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- PC16.** assessing the nutritional status of the client by filling up the nutritional assessment form
- PC17.** assessing the micro and macronutrient inadequacy
- PC18.** suggesting the recommended calorie requirements with adequate intake of carbohydrates, proteins, fats, minerals, vitamins and fluids

dietary modification as per physical needs

To be competent, the user/individual on the job must be able to:

- PC19.** formulation of therapeutic diet for the elderly as per the assessment and healthcare provider's guidelines
- PC20.** well-versed with common old age issues like hypertension, diabetes, cardiac issues, etc.
- PC21.** ensure dietary interventions to improve and prevent the old age issues
- PC22.** modify the texture, temperature and taste of food accordingly and use appropriate cutlery
- PC23.** identify and communicate the dietary and nutritional issues to the healthcare provider related to acceptability, tolerance, and consumption of food
- PC24.** establish communication and report the changes to the health care provider and family

nutrition modification for healthy skin, nail and haircare

To be competent, the user/individual on the job must be able to:

- PC25.** common skin, nails and hair conditions in the elderly and their prevention
- PC26.** role of macro and micro-nutrients for fighting against free radicals and delaying ageing
- PC27.** diet for healthy ageing of skin, nails and hair
- PC28.** dietary guidelines to prevent hair loss

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** importance of records and documentation
- KU2.** different types of assessment forms
- KU3.** creating personalized wellness plan according to the assessments
- KU4.** balanced nutritional plan as per the healthcare provider and assessments
- KU5.** nutritional value of food, food pyramid for elderly and different types of food textures
- KU6.** factors affecting appetite and understanding the hydration levels
- KU7.** common skin, nail and hair conditions in elderly
- KU8.** dietary modifications for healthy skin, hair and nail condition

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** read and write effectively
- GS2.** interpret work related documents
- GS3.** communicate effectively with healthcare providers and family
- GS4.** communicate effectively with the elderly to maintain the comfort, wellbeing and privacy of the elderly and oneself

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GS5. ensure compliance of the wellness plan

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Assessment Criteria

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| <i>assessing mental wellbeing, emotional wellbeing, physical wellbeing, and social wellbeing</i> | 10 | 20 | - | - |
| PC1. introduce oneself to begin working and establish a rapport | - | - | - | - |
| PC2. build rapport and trust through communication and respect cultural sensitivities | - | - | - | - |
| PC3. ensure patient's privacy for assisting with any task | - | - | - | - |
| PC4. know how to use and fill up the assessment form | - | - | - | - |
| PC5. obtain relevant information from their caregivers about their health status | - | - | - | - |
| PC6. filling up the cognitive assessment tool accurately and patiently to assess cognitive decline, depression and Alzheimer's issue | - | - | - | - |
| PC7. filling up the activities of daily living scale – bathing, dressing, feeding, toileting, transferring, fecal urinary continence, vision and hearing- to assess the functional ability | - | - | - | - |
| PC8. assessing the feeling of loneliness, isolation, emotional and social support | - | - | - | - |
| PC9. establish companionship with the elderly to help them against stress or anxiety | - | - | - | - |
| PC10. proper assessment according to the standard criteria | - | - | - | - |
| <i>creating personalised wellness plan</i> | 5 | 15 | - | - |
| PC11. prepare an individualized wellness plan on based on the assessments, that brings comfort and peace of mind for elderly, their family and care givers | - | - | - | - |
| PC12. resolving the issues by priority, involving and informing the caregivers and the family | - | - | - | - |

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| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| PC13. recommendations that relieve stress and worry, save time and money | - | - | - | - |
| PC14. establish companionship with to help them against stress or anxiety | - | - | - | - |
| PC15. help to restore, maintain and improve the quality of life | - | - | - | - |
| <i>identify malnutrition status and daily energy needs</i> | 4 | 15 | - | - |
| PC16. assessing the nutritional status of the client by filling up the nutritional assessment form | - | - | - | - |
| PC17. assessing the micro and macronutrient inadequacy | - | - | - | - |
| PC18. suggesting the recommended calorie requirements with adequate intake of carbohydrates, proteins, fats, minerals, vitamins and fluids | - | - | - | - |
| <i>dietary modification as per physical needs</i> | 3 | 15 | - | - |
| PC19. formulation of therapeutic diet for the elderly as per the assessment and healthcare provider's guidelines | - | - | - | - |
| PC20. well-versed with common old age issues like hypertension, diabetes, cardiac issues, etc. | - | - | - | - |
| PC21. ensure dietary interventions to improve and prevent the old age issues | - | - | - | - |
| PC22. modify the texture, temperature and taste of food accordingly and use appropriate cutlery | - | - | - | - |
| PC23. identify and communicate the dietary and nutritional issues to the healthcare provider related to acceptability, tolerance, and consumption of food | - | - | - | - |
| PC24. establish communication and report the changes to the health care provider and family | - | - | - | - |
| <i>nutrition modification for healthy skin, nail and haircare</i> | 4 | 9 | - | - |

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| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| PC25. common skin, nails and hair conditions in the elderly and their prevention | - | - | - | - |
| PC26. role of macro and micro-nutrients for fighting against free radicals and delaying ageing | - | - | - | - |
| PC27. diet for healthy ageing of skin, nails and hair | - | - | - | - |
| PC28. dietary guidelines to prevent hair loss | - | - | - | - |
| NOS Total | 26 | 74 | - | - |

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National Occupational Standards (NOS) Parameters

| | |
|----------------------------|--|
| NOS Code | BWS/N0508 |
| NOS Name | Carry out Wellness Assessments and Nutritional Modifications |
| Sector | Beauty & Wellness |
| Sub-Sector | Alternate Therapy & Rejuvenation |
| Occupation | Wellness |
| NSQF Level | 4 |
| Credits | 3 |
| Version | 1.0 |
| Last Reviewed Date | 31/08/2023 |
| Next Review Date | 31/08/2028 |
| NSQC Clearance Date | 31/08/2023 |

Qualification Pack

BWS/N0616: Provide Basic Skin Care, Hair Care and Alternative Therapy

Description

This OS is about the techniques of reflexology, basic skin care massage for anti-ageing, scalp care and nailcare for the elderly.

Scope

The scope covers the following :

- assisting in daily living activities
- reflexology
- anti-ageing facial
- hair care services
- nail care service

Elements and Performance Criteria

assisting in daily living activities

To be competent, the user/individual on the job must be able to:

- PC1.** ensure maintaining good health and personal hygiene
- PC2.** build rapport and trust through communication and respect cultural sensitivities
- PC3.** ensure the client's privacy for assisting with any task
- PC4.** ensure effective hand sanitizing before and after any activity
- PC5.** focus on safety and fall prevention
- PC6.** provide assistance and support in daily activities like bathing, changing, toileting, hair care, skin care, nail care feeding
- PC7.** provide assistance to healthcare provider by holding the elderly during enema, vaccinations transferring

reflexology

To be competent, the user/individual on the job must be able to:

- PC8.** describe the importance of alternative therapies
- PC9.** identify reflexology points and techniques to apply pressure for relaxation

anti-ageing facial

To be competent, the user/individual on the job must be able to:

- PC10.** ask relevant questions to consult the client to identify the condition of the skin and provide suitable services by applying relevant procedures
- PC11.** select and prepare products, tools and equipment that are suitable for the client's skin condition
- PC12.** carryout the required steps for anti-ageing facial correctly and effectively
- PC13.** assess the water temperature to meet the needs of the service procedure and the client's comfort

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- PC14.** assess the client's comfort and wellbeing throughout the service and adapt procedures to ensure the same, reassure the client with the necessary information and positive comments as required

hair care services

To be competent, the user/individual on the job must be able to:

- PC15.** ask relevant questions to consult the client to identify the condition of the hair and scalp
- PC16.** select and prepare products, tools and equipment that are suitable for the client's hair and scalp
- PC17.** carry out the procedure of shampooing and conditioning using methods that minimize risk of cross infection
- PC18.** detangle hair without causing damage to hair or scalp using a tooth comb
- PC19.** check the water temperature to meet the needs of the service procedure and client comfort
- PC20.** check the client's comfort and wellbeing throughout the service and adapt procedures to ensure the same, reassure the client with the necessary information and positive comments as required

nail care services

To be competent, the user/individual on the job must be able to:

- PC21.** ask relevant questions to consult with the client to identify the condition of the nail
- PC22.** select and prepare products, tools and equipment that are suitable for the client's nail
- PC23.** enquire to establish the desired length and shape of nails
- PC24.** remove dirt in the underside of the nails
- PC25.** analyzing diabetic foot conditions, if any
- PC26.** carry out the procedure for proper cleaning and bandaging as per the healthcare provider
- PC27.** carry out and adapt massage techniques to suit the client needs and perform the service plan
- PC28.** check the water temperature to meet the needs of the service procedure and client comfort
- PC29.** check the client's comfort and wellbeing throughout the service and adapt procedures to ensure the same, reassure the client with necessary information and positive comments as required

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** practices of good hygiene and maintaining good health
- KU2.** fall prevention techniques
- KU3.** daily living activities like bathing, cloth changing, toileting, etc.
- KU4.** understanding of alternative therapies
- KU5.** types of anti-ageing facial
- KU6.** shampooing, conditioning and other care services
- KU7.** anatomical structure of skin, nail, and hair
- KU8.** diabetic foot and its complications and its prevention

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Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** read procedure guidelines and memos
- GS2.** read about alternative therapies
- GS3.** maintain accurate records of client
- GS4.** give clear instructions to clients before starting any procedure
- GS5.** read about diabetic foot, its complications and preventive methods

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Assessment Criteria

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| <i>assisting in daily living activities</i> | 7 | 17 | - | - |
| PC1. ensure maintaining good health and personal hygiene | - | - | - | - |
| PC2. build rapport and trust through communication and respect cultural sensitivities | - | - | - | - |
| PC3. ensure the client's privacy for assisting with any task | - | - | - | - |
| PC4. ensure effective hand sanitizing before and after any activity | - | - | - | - |
| PC5. focus on safety and fall prevention | - | - | - | - |
| PC6. provide assistance and support in daily activities like bathing, changing, toileting, hair care, skin care, nail care feeding | - | - | - | - |
| PC7. provide assistance to healthcare provider by holding the elderly during enema, vaccinations transferring | - | - | - | - |
| <i>reflexology</i> | 4 | 10 | - | - |
| PC8. describe the importance of alternative therapies | - | - | - | - |
| PC9. identify reflexology points and techniques to apply pressure for relaxation | - | - | - | - |
| <i>anti-ageing facial</i> | 6 | 10 | - | - |
| PC10. ask relevant questions to consult the client to identify the condition of the skin and provide suitable services by applying relevant procedures | - | - | - | - |
| PC11. select and prepare products, tools and equipment that are suitable for the client's skin condition | - | - | - | - |
| PC12. carryout the required steps for anti-ageing facial correctly and effectively | - | - | - | - |

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| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| PC13. assess the water temperature to meet the needs of the service procedure and the client's comfort | - | - | - | - |
| PC14. assess the client's comfort and wellbeing throughout the service and adapt procedures to ensure the same, reassure the client with the necessary information and positive comments as required | - | - | - | - |
| <i>hair care services</i> | 4 | 10 | - | - |
| PC15. ask relevant questions to consult the client to identify the condition of the hair and scalp | - | - | - | - |
| PC16. select and prepare products, tools and equipment that are suitable for the client's hair and scalp | - | - | - | - |
| PC17. carry out the procedure of shampooing and conditioning using methods that minimize risk of cross infection | - | - | - | - |
| PC18. detangle hair without causing damage to hair or scalp using a tooth comb | - | - | - | - |
| PC19. check the water temperature to meet the needs of the service procedure and client comfort | - | - | - | - |
| PC20. check the client's comfort and wellbeing throughout the service and adapt procedures to ensure the same, reassure the client with the necessary information and positive comments as required | - | - | - | - |
| <i>nail care services</i> | 8 | 24 | - | - |
| PC21. ask relevant questions to consult with the client to identify the condition of the nail | - | - | - | - |
| PC22. select and prepare products, tools and equipment that are suitable for the client's nail | - | - | - | - |
| PC23. enquire to establish the desired length and shape of nails | - | - | - | - |
| PC24. remove dirt in the underside of the nails | - | - | - | - |

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| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| PC25. analyzing diabetic foot conditions, if any | - | - | - | - |
| PC26. carry out the procedure for proper cleaning and bandaging as per the healthcare provider | - | - | - | - |
| PC27. carry out and adapt massage techniques to suit the client needs and perform the service plan | - | - | - | - |
| PC28. check the water temperature to meet the needs of the service procedure and client comfort | - | - | - | - |
| PC29. check the client's comfort and wellbeing throughout the service and adapt procedures to ensure the same, reassure the client with necessary information and positive comments as required | - | - | - | - |
| NOS Total | 29 | 71 | - | - |

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National Occupational Standards (NOS) Parameters

| | |
|----------------------------|--|
| NOS Code | BWS/N0616 |
| NOS Name | Provide Basic Skin Care, Hair Care and Alternative Therapy |
| Sector | Beauty & Wellness |
| Sub-Sector | Alternate Therapy & Rejuvenation |
| Occupation | Wellness |
| NSQF Level | 4 |
| Credits | 3 |
| Version | 1.0 |
| Last Reviewed Date | 31/08/2023 |
| Next Review Date | 31/08/2028 |
| NSQC Clearance Date | 31/08/2023 |

Qualification Pack

BWS/N0233: Provide Yoga and Meditation Services for Elderly

Description

In this OS unit, the candidate would know about basic Hatha yoga, Vridh Yoga, Mahila Yoga, breathing exercises and meditation techniques.

Scope

The scope covers the following :

- vridh yoga
- mahila yoga
- meditation

Elements and Performance Criteria

vridh yoga

To be competent, the user/individual on the job must be able to:

- PC1.** ensure appropriate ambience for the client to perform the Vridha yoga sessions
- PC2.** obtain permission/ notify the client for a physical contact with the guest during Vridha yoga session, if required
- PC3.** obtain information on client medical history, background, preferences, etc. before starting the Vridha yoga session
- PC4.** analyze the difficulties individuals are facing, due to ageing, in performing various Vridha yoga poses
- PC5.** suggest client to substitute warm-ups with brisk walking and joint movements
- PC6.** teach yoga nidra which is by far the most essential part of any yoga practice, and as age progresses, it becomes even more essential to help assimilate the effect of the asana practice into our system
- PC7.** modify and adapt the sequence of yoga practices appropriate to the needs of client
- PC8.** inform client about the various forms of Vridha yoga and its effect on body and mind
- PC9.** apply yogic principles to conduct Vridha yoga sessions to enhance well-being, overcome illness and live a healthier and more meaningful life
- PC10.** perform and demonstrate all Vridha yoga techniques to client and ensure compliance to safety and health standards
- PC11.** assist client to perform all Vridha yoga techniques effectively
- PC12.** evaluate exercises performed by client and recommend correction whenever required

mahila yoga

To be competent, the user/individual on the job must be able to:

- PC13.** obtain relevant information from their care givers about their health status
- PC14.** introduce oneself to begin working and establish a rapport
- PC15.** build rapport and trust through communication and respect cultural sensitivities
- PC16.** ensure patient privacy for assisting with any task

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- PC17.** promote handwashing for self and others before initiating any task
- PC18.** ensure hygiene and cleanliness in the surroundings
- PC19.** focus on safety and fall prevention
- PC20.** obtain relevant information from their care givers about their health condition
- PC21.** assist the elderly to practice relevant yoga postures based on their mobility, health condition etc promote relaxation techniques such as meditation, breathing exercise
- PC22.** address the concerns with required actions for meeting health needs
- PC23.** escalate any concerns that cannot be resolved to health care provider and care givers
- PC24.** be a role model for the elderly by practicing yoga to promote good health

meditation

To be competent, the user/individual on the job must be able to:

- PC25.** Provide guidance and instruct about meditation techniques effectively
- PC26.** Ensure the meditation session is conducted in a peaceful and relaxing atmosphere
- PC27.** Provide clear step-by-step instructions to the clients
- PC28.** Provide feedback and should be able to address concerns

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** the organization's standards of performance and sequence of services
- KU2.** the hygiene, health and safety requirement in the organization
- KU3.** all the postures or techniques involved, their effects and implications
- KU4.** breathing exercises, basic hatha yoga , vridh yoga, mahila yoga
- KU5.** the hygiene, health and safety requirement in the organization
- KU6.** plan yoga session as per the medical and physical condition of the elderly

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** keep the elderly informed of the yoga techniques
- GS2.** avoid using jargon, slang or acronyms when communicating
- GS3.** keep healthcare providers and families informed about the progress
- GS4.** be clear and loud while instructing the elderly

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Assessment Criteria

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| <i>vridh yoga</i> | 12 | 31 | - | - |
| PC1. ensure appropriate ambience for the client to perform the Vridha yoga sessions | - | - | - | - |
| PC2. obtain permission/ notify the client for a physical contact with the guest during Vridha yoga session, if required | - | - | - | - |
| PC3. obtain information on client medical history, background, preferences, etc. before starting the Vridha yoga session | - | - | - | - |
| PC4. analyze the difficulties individuals are facing, due to ageing, in performing various Vridha yoga poses | - | - | - | - |
| PC5. suggest client to substitute warm-ups with brisk walking and joint movements | - | - | - | - |
| PC6. teach yoga nidra which is by far the most essential part of any yoga practice, and as age progresses, it becomes even more essential to help assimilate the effect of the asana practice into our system | - | - | - | - |
| PC7. modify and adapt the sequence of yoga practices appropriate to the needs of client | - | - | - | - |
| PC8. inform client about the various forms of Vridha yoga and its effect on body and mind | - | - | - | - |
| PC9. apply yogic principles to conduct Vridha yoga sessions to enhance well-being, overcome illness and live a healthier and more meaningful life | - | - | - | - |
| PC10. perform and demonstrate all Vridha yoga techniques to client and ensure compliance to safety and health standards | - | - | - | - |
| PC11. assist client to perform all Vridha yoga techniques effectively | - | - | - | - |
| PC12. evaluate exercises performed by client and recommend correction whenever required | - | - | - | - |

Qualification Pack

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| <i>mahila yoga</i> | 12 | 30 | - | - |
| PC13. obtain relevant information from their care givers about their health status | - | - | - | - |
| PC14. introduce oneself to begin working and establish a rapport | - | - | - | - |
| PC15. build rapport and trust through communication and respect cultural sensitivities | - | - | - | - |
| PC16. ensure patient privacy for assisting with any task | - | - | - | - |
| PC17. promote handwashing for self and others before initiating any task | - | - | - | - |
| PC18. ensure hygiene and cleanliness in the surroundings | - | - | - | - |
| PC19. focus on safety and fall prevention | - | - | - | - |
| PC20. obtain relevant information from their care givers about their health condition | - | - | - | - |
| PC21. assist the elderly to practice relevant yoga postures based on their mobility, health condition etc promote relaxation techniques such as meditation, breathing exercise | - | - | - | - |
| PC22. address the concerns with required actions for meeting health needs | - | - | - | - |
| PC23. escalate any concerns that cannot be resolved to health care provider and care givers | - | - | - | - |
| PC24. be a role model for the elderly by practicing yoga to promote good health | - | - | - | - |
| <i>meditation</i> | 5 | 10 | - | - |
| PC25. Provide guidance and instruct about meditation techniques effectively | - | - | - | - |
| PC26. Ensure the meditation session is conducted in a peaceful and relaxing atmosphere | - | - | - | - |

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| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| PC27. Provide clear step-by-step instructions to the clients | - | - | - | - |
| PC28. Provide feedback and should be able to address concerns | - | - | - | - |
| NOS Total | 29 | 71 | - | - |

Qualification Pack

National Occupational Standards (NOS) Parameters

| | |
|----------------------------|--|
| NOS Code | BWS/N0233 |
| NOS Name | Provide Yoga and Meditation Services for Elderly |
| Sector | Beauty & Wellness |
| Sub-Sector | Alternate Therapy & Rejuvenation |
| Occupation | Wellness |
| NSQF Level | 4 |
| Credits | 5 |
| Version | 1.0 |
| Last Reviewed Date | 31/08/2023 |
| Next Review Date | 31/08/2028 |
| NSQC Clearance Date | 31/08/2023 |

Qualification Pack

BWS/N9002: Maintain health and safety at the workplace

Description

This unit describes maintaining a safe and hygienic environment at the work area.

Scope

The scope covers the following :

- This unit/ task covers the following:
- 1. Maintain health and safety at the workplace

Elements and Performance Criteria

Maintain health and safety at the workplace

To be competent, the user/individual on the job must be able to:

- PC1.** ensure proper supply of Personal Protective Equipment such as tissues, antibacterial soaps, alcohol-based hand cleansers, triple layered surgical face masks, gloves, etc. for the employees and clientele
- PC2.** ensure maintaining basic hygiene and keep proper distance between the clientele to avoid any kind of cross infection, basic hygiene such as wearing disposable N-95/ triple layered surgical face mask, gloves, apron, washing/ sanitizing hands & taking bath at regular intervals, etc.
- PC3.** set up and position oneself, equipment, chemicals, products and tools in the work area to meet legal, hygiene and safety requirements
- PC4.** clean and sterilize all tools and equipment before and after use
- PC5.** maintain one's posture and position to minimize fatigue, risk of injury and chances of cross infection
- PC6.** dispose waste materials in accordance to the industry accepted standards
- PC7.** maintain first aid kit and keep oneself updated on the first aid procedures
- PC8.** identify and document potential risks and hazards in the workplace
- PC9.** accurately maintain accident reports
- PC10.** report health and safety risks/ hazards to concerned personnel
- PC11.** use tools, equipment, chemicals and products in accordance with the guidelines and manufacturers' instructions

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** organizations policies and procedures to address risks and hazards
- KU2.** health and safety requirements in the organization
- KU3.** contra-indications related to various treatment
- KU4.** process and products to sterilize and disinfect equipment/ tools

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- KU5.** manufacturers instructions related to equipment and product use and cleaning
- KU6.** Knowledge of applicable legislation relating to the workplace (for example health and safety, workplace regulations, use of work equipment, control of substances hazardous to health, handling/storage/ disposal/ cautions in the use of products, fire precautions, occurrences, hygiene practice, disposal of waste, environmental protection)

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** read about new products and services with reference to the organization and also from external forums such as websites and blogs
- GS2.** keep abreast with the latest knowledge by reading brochures, pamphlets, and product information sheets
- GS3.** reading and writing comprehension to understand, communicate and maintain processes, techniques, records, policies and procedures
- GS4.** maintain accurate records of client, treatments, operating and closing checklists, product stock status
- GS5.** reading and writing comprehension to understand, communicate and maintain processes, techniques, records, policies and procedures
- GS6.** discuss task lists, schedules, and work-loads with co-workers
- GS7.** question customers/ clients appropriately in order to understand the nature of the problem and make a diagnosis
- GS8.** give clear instructions to customers/ clients
- GS9.** keep customers/ clients informed about progress
- GS10.** avoid using jargon, slang or acronyms when communicating with a customer/ client, unless it is required
- GS11.** manner and tone, professional, supportive, respectful, sensitive to client
- GS12.** speak clearly and precisely in a courteous manner and develop a professional relationship with the client
- GS13.** understand the directives passed down by supervisors
- GS14.** ability to listen and understand the local language in dealing with clients and maintain client confidentiality
- GS15.** make decisions pertaining to the concerned area of work
- GS16.** plan and organize service feedback files/documents
- GS17.** plan and manage work routine based on salon procedure
- GS18.** understand the client scheduling and bookings and maintain the work area, equipment and product stocks to meet the schedule
- GS19.** maintain accurate records of clients, treatments and product stock levels
- GS20.** accept feedback in a positive manner and develop on the shortcomings
- GS21.** committed to service excellence, courteous, pleasant personality
- GS22.** manage relationships with customers who may be stressed, frustrated, confused, or angry
- GS23.** build customer relationships and use customer centric approach

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- GS24.** clean, sporting the professional uniform, neat combed hair, closed-in footwear, personal hygiene and cleanliness (shower/bath), oral hygiene (clean teeth, fresh breath)
- GS25.** maintain a hygienic work area adhering to the salon and applicable legal health and safety standards
- GS26.** sanitize the hands and clean all working surfaces, use disposable products and sterilized tools
- GS27.** manage the storage/ disposal/ cautions of use of products, fire precautions, occurrences, hygiene practice, disposal of waste and environmental protection
- GS28.** handle, use and store products, tools and equipment safely to meet with the manufacturers instructions
- GS29.** think through the problem, evaluate the possible solution(s) and suggest an optimum/best possible solution(s)
- GS30.** deal with clients lacking the technical background to solve the problem on their own
- GS31.** identify immediate or temporary solutions to resolve delays
- GS32.** use the existing data to arrive at specific data points
- GS33.** use the existing data points to generate required reports for business
- GS34.** apply, analyze, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action
- GS35.** participate in self-developmental training activities to enhance ones knowledge of salon performance standards and applicable health and

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Assessment Criteria

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| <i>Maintain health and safety at the workplace</i> | 33 | 67 | - | - |
| PC1. ensure proper supply of Personal Protective Equipment such as tissues, antibacterial soaps, alcohol-based hand cleansers, triple layered surgical face masks, gloves, etc. for the employees and clientele | 3 | 7 | - | - |
| PC2. ensure maintaining basic hygiene and keep proper distance between the clientele to avoid any kind of cross infection, basic hygiene such as wearing disposable N-95/ triple layered surgical face mask, gloves, apron, washing/ sanitizing hands & taking bath at regular intervals, etc. | 3 | 6 | - | - |
| PC3. set up and position oneself, equipment, chemicals, products and tools in the work area to meet legal, hygiene and safety requirements | 3 | 6 | - | - |
| PC4. clean and sterilize all tools and equipment before and after use | 3 | 6 | - | - |
| PC5. maintain one's posture and position to minimize fatigue, risk of injury and chances of cross infection | 3 | 6 | - | - |
| PC6. dispose waste materials in accordance to the industry accepted standards | 3 | 6 | - | - |
| PC7. maintain first aid kit and keep oneself updated on the first aid procedures | 3 | 6 | - | - |
| PC8. identify and document potential risks and hazards in the workplace | 3 | 6 | - | - |
| PC9. accurately maintain accident reports | 3 | 6 | - | - |
| PC10. report health and safety risks/ hazards to concerned personnel | 3 | 6 | - | - |
| PC11. use tools, equipment, chemicals and products in accordance with the guidelines and manufacturers' instructions | 3 | 6 | - | - |
| NOS Total | 33 | 67 | - | - |

Qualification Pack

National Occupational Standards (NOS) Parameters

| | |
|----------------------------|---|
| NOS Code | BWS/N9002 |
| NOS Name | Maintain health and safety at the workplace |
| Sector | Beauty & Wellness |
| Sub-Sector | Generic |
| Occupation | Generic |
| NSQF Level | 3 |
| Credits | 1 |
| Version | 4.0 |
| Last Reviewed Date | 18/12/2025 |
| Next Review Date | 18/12/2028 |
| NSQF Clearance Date | 18/12/2025 |

Qualification Pack

BWS/N9003: Create a positive impression at the workplace

Description

This unit provides Performance Criteria, Knowledge & Understanding and Skills & Ability for individuals to meet the personal grooming and behavior requirements, execute tasks as per the organizations standards and communicate/record information in order to create a positive impression at the workplace

Scope

The scope covers the following :

- The unit/ task covers the following:
 - 1. Appearance and behavior
 - 2. Task execution as per organisation's standards
 - 3. Communication and information record

Elements and Performance Criteria

Appearance and Behavior

To be competent, the user/individual on the job must be able to:

- PC1.** ensure maintaining good health and personal hygiene such as sanitized hands, neatly tied and covered hair, clean nails, etc.
- PC2.** meet the organization's standards of grooming (courtesy, behavior and efficiency) such as engaging with clients with no gender stereotyping, positioning self and client in a manner, to ensure privacy, comfort and well-being of all the genders throughout the services, etc.
- PC3.** stay free from intoxicants while on duty
- PC4.** wear and carry organization's uniform and accessories correctly and smartly by sanitizing it in hot water with detergent and bleach

Task execution as per organization's standards

To be competent, the user/individual on the job must be able to:

- PC5.** take appropriate and approved actions in line with instructions and guidelines
- PC6.** participate in workplace activities as a part of the larger team
- PC7.** report to supervisor immediately in case there are any work issues
- PC8.** use appropriate language, tone and gestures while interacting with guests from different cultural and religious backgrounds, age, disabilities and gender
- PC9.** improve upon existing techniques of services by updating skills, such as, learning about digital technologies (by using digital platform for booking an appointment, making bills & payments, collecting feedback); financial literacy (opening savings bank accounts, linking Aadhaar card to bank account, using various e-commerce platforms); self-ownership, etc.

Communication and Information record

To be competent, the user/individual on the job must be able to:

- PC10.** communicate procedure related information to guests based on the sectors code of practices and organisations procedures/ guidelines

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- PC11.** communicate role related information to stakeholders in a polite manner and resolve queries, if any
- PC12.** assist and guide guests to services or products based on their needs
- PC13.** report and record instances of aggressive/ unruly behavior and seek assistance
- PC14.** use communication equipment (phone, email etc.) as mandated by the organization
- PC15.** carry out routine documentation (such as recording details related to employee's tasks, services taken and feedback given by clients) legibly and accurately in the desired format
- PC16.** maintain confidentiality of information, as required, in the role
- PC17.** communicate the internalization of gender & its concepts at work place
- PC18.** conduct various workshops for the employees at workplace; using range of technologies that aid PwDs at the workplace, etc.

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** importance of personal health and hygiene
- KU2.** salon's standards of grooming and personal behavior
- KU3.** salon's standards related to courtesy, behavior and efficiency
- KU4.** ill-effects of intoxicants and potential actions at workplace
- KU5.** items of uniform & accessories and correct method of wearing/ carrying them
- KU6.** reporting/ recording formats and protocol for documentation
- KU7.** kinds of work issues that may arise and reporting structure
- KU8.** code of practices and guidelines relating to communication with people
- KU9.** salon's requirements for recording and retaining information
- KU10.** ability to speak, read and write in the local vernacular language and English
- KU11.** appropriate verbal and non-verbal cues while dealing with clients from different cultural, religious backgrounds, age, disabilities and gender
- KU12.** different formats on which information is to be recorded
- KU13.** importance to maintain security and confidentiality of information
- KU14.** kinds of communication equipment (email, phone etc) available and their effective use
- KU15.** selling/ influencing techniques to provide additional services/products to clients

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** read about new products and services with reference to the organization and also from external forums such as websites and blogs
- GS2.** keep abreast with the latest knowledge by reading brochures, pamphlets, and product information sheets
- GS3.** reading and writing comprehension to understand, communicate and maintain processes, techniques, records, policies and procedures

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- GS4.** maintain accurate records of client, treatments, operating and closing checklists, product stock status
- GS5.** reading and writing comprehension to understand, communicate and maintain processes, techniques, records, policies and procedures
- GS6.** discuss task lists, schedules, and work-loads with co-workers
- GS7.** question customers/ clients appropriately in order to understand the nature of the problem and make a diagnosis
- GS8.** give clear instructions to customers/ clients
- GS9.** keep customers/ clients informed about progress
- GS10.** avoid using jargon, slang or acronyms when communicating with a customer/ client, unless it is required
- GS11.** manner and tone, professional, supportive, respectful, sensitive to client
- GS12.** speak clearly and precisely in a courteous manner and develop a professional relationship with the client
- GS13.** understand the directives passed down by supervisors
- GS14.** ability to listen and understand the local language in dealing with clients and maintain client confidentiality
- GS15.** make decisions pertaining to the concerned area of work
- GS16.** plan and organize service feedback files/documents
- GS17.** plan and manage work routine based on salon procedure
- GS18.** understand the client scheduling and bookings and maintain the work area, equipment and product stocks to meet the schedule
- GS19.** maintain accurate records of clients, treatments and product stock levels
- GS20.** accept feedback in a positive manner and develop on the shortcomings
- GS21.** committed to service excellence, courteous, pleasant personality
- GS22.** manage relationships with customers who may be stressed, frustrated, confused, or angry
- GS23.** build customer relationships and use customer centric approach
- GS24.** clean, sporting the professional uniform, neat combed hair, closed-in footwear, personal hygiene and cleanliness (shower/bath), oral hygiene (clean teeth, fresh breath)
- GS25.** maintain a hygienic work area adhering to the salon and applicable legal health and safety standards
- GS26.** sanitize the hands and clean all working surfaces, use disposable products and sterilized tools
- GS27.** manage the storage/ disposal/ cautions of use of products, fire precautions, occurrences, hygiene practice, disposal of waste and environmental protection
- GS28.** handle, use and store products, tools and equipment safely to meet with the manufacturers instructions
- GS29.** think through the problem, evaluate the possible solution(s) and suggest an optimum/best possible solution(s)
- GS30.** deal with clients lacking the technical background to solve the problem on their own
- GS31.** identify immediate or temporary solutions to resolve delays
- GS32.** use the existing data to arrive at specific data points
- GS33.** use the existing data points to generate required reports for business

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- GS34.** apply, analyze, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action
- GS35.** participate in self-developmental training activities to enhance ones knowledge of salon performance standards and applicable health and

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Assessment Criteria

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| <i>Appearance and Behavior</i> | 8 | 14 | - | - |
| PC1. ensure maintaining good health and personal hygiene such as sanitized hands, neatly tied and covered hair, clean nails, etc. | 2 | 4 | - | - |
| PC2. meet the organization's standards of grooming (courtesy, behavior and efficiency) such as engaging with clients with no gender stereotyping, positioning self and client in a manner, to ensure privacy, comfort and well-being of all the genders throughout the services, etc. | 2 | 4 | - | - |
| PC3. stay free from intoxicants while on duty | 2 | 2 | - | - |
| PC4. wear and carry organization's uniform and accessories correctly and smartly by sanitizing it in hot water with detergent and bleach | 2 | 4 | - | - |
| <i>Task execution as per organization's standards</i> | 10 | 18 | - | - |
| PC5. take appropriate and approved actions in line with instructions and guidelines | 2 | 3 | - | - |
| PC6. participate in workplace activities as a part of the larger team | 2 | 4 | - | - |
| PC7. report to supervisor immediately in case there are any work issues | 2 | 3 | - | - |
| PC8. use appropriate language, tone and gestures while interacting with guests from different cultural and religious backgrounds, age, disabilities and gender | 2 | 4 | - | - |
| PC9. improve upon existing techniques of services by updating skills, such as, learning about digital technologies (by using digital platform for booking an appointment, making bills & payments, collecting feedback); financial literacy (opening savings bank accounts, linking Aadhaar card to bank account, using various e-commerce platforms); self-ownership, etc. | 2 | 4 | - | - |
| <i>Communication and Information record</i> | 18 | 32 | - | - |

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| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| PC10. communicate procedure related information to guests based on the sectors code of practices and organisations procedures/ guidelines | 2 | 4 | - | - |
| PC11. communicate role related information to stakeholders in a polite manner and resolve queries, if any | 2 | 3 | - | - |
| PC12. assist and guide guests to services or products based on their needs | 2 | 4 | - | - |
| PC13. report and record instances of aggressive/ unruly behavior and seek assistance | 2 | 3 | - | - |
| PC14. use communication equipment (phone, email etc.) as mandated by the organization | 2 | 3 | - | - |
| PC15. carry out routine documentation (such as recording details related to employee's tasks, services taken and feedback given by clients) legibly and accurately in the desired format | 2 | 3 | - | - |
| PC16. maintain confidentiality of information, as required, in the role | 2 | 4 | - | - |
| PC17. communicate the internalization of gender & its concepts at work place | 2 | 4 | - | - |
| PC18. conduct various workshops for the employees at workplace; using range of technologies that aid PwDs at the workplace, etc. | 2 | 4 | - | - |
| NOS Total | 36 | 64 | - | - |

Qualification Pack

National Occupational Standards (NOS) Parameters

| | |
|----------------------------|---|
| NOS Code | BWS/N9003 |
| NOS Name | Create a positive impression at the workplace |
| Sector | Beauty & Wellness |
| Sub-Sector | Generic |
| Occupation | Generic |
| NSQF Level | 3 |
| Credits | 1 |
| Version | 4.0 |
| Last Reviewed Date | 18/12/2025 |
| Next Review Date | 18/12/2028 |
| NSQC Clearance Date | 18/12/2025 |

Qualification Pack

BWS/N9001: Prepare and maintain work area

Description

Prepare the equipment's/ tools/ products/machinery (if required any) and work area ahead of service/ session delivery to ensure the efficiency and effectiveness of conducting treatments/ sessions considering the standards of operation of the organization/ salon/ beauty clinic.

Scope

The scope covers the following :

- This unit/task covers the following:
- 1. Prepare and maintain work area

Elements and Performance Criteria

Prepare and maintain work area

To be competent, the user/individual on the job must be able to:

- PC1.** ensure that ambient conditions are suitable for the client and the service procedures to be carried out in a hygienic, safe and disinfected environment such as using air purifiers to reduce dust, dander, smoke, allergens & odour resulting in a healthier, fresher & cleaner environment, restructuring the workplace set-up, by keeping a minimum distance of 2 meters in between two clientele, practicing social distancing by avoiding handshakes/ hugs to coworkers/ clientele, etc.
- PC2.** identify and select suitable equipment and products required for the respective services/ session
- PC3.** set up the area for services/ session in adherence to the organizational/ beauty salon/ centre's guidelines
- PC4.** place disposable towels, glasses for water, tea/ coffee and other items/ tools/ equipment's (applicable if any) in area convenient for efficient service/ session delivery
- PC5.** prepare sterilisation solution as per organizational/ salon standards using approved products and as per manufacturers instructions
- PC6.** sterilize, disinfect the area as per organizational standards using recommended solutions and conditions
- PC7.** dispose waste materials in adherence to the industry requirements; waste materials such as disposable linen, disposable head bands, disposable gowns, disposable apron, disposable face mask, disposable gloves, etc.
- PC8.** identify ways to optimize usage of material including water in various tasks/activities/processes
- PC9.** check for spills/leakages occurred while providing services
- PC10.** identify and segregate recyclable, non-recyclable and hazardous waste generated in separate bin
- PC11.** store the unused disposable material properly in a dedicated area; material such as disposable masks, gloves, etc.
- PC12.** ensure electrical equipment and appliances are switched off when not in use

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- PC13.** store records, materials and equipment securely in line with the policies
- PC14.** conduct awareness program (such as for Covid19) for the employees and display posters/ signage's promoting regular hand-washing and respiratory hygiene in the premises
- PC15.** set up and promote digital modes of payment to lessen any kind of cross infection

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** organizations standards of performance and sequence of services/ session
- KU2.** range of services/ sessions and products offered by the organization
- KU3.** health and safety requirements in the organization/ salon
- KU4.** environmental conditions required and expected for carrying out services and importance of maintaining these Conditions: Air, light, space, temperature, sound, cleanliness, etc.
- KU5.** types of products, materials and equipment required for the respective services/ sessions
- KU6.** process and products to sterilize and disinfect equipment/tools
- KU7.** manufacturers instructions related to equipment and product use and cleaning
- KU8.** customer service principles including privacy and protection to modesty of the customers
- KU9.** risks to customer privacy and modesty and actions (precautions) taken to maintain the same in the salon
- KU10.** importance of keeping accurate records of services, clients and product usage (inventory)
- KU11.** applicable legislation relating to the workplace Legislation for the workplace: eg. health and safety, workplace regulations, use of work equipment, control of substances hazardous to health, handling/storage/ disposal/ cautions in the use of products, fire precautions, occurrences, hygiene practice, disposal of waste, environmental protection

Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** read policy and procedure documents, guidelines and memos in English to interpret the gist correctly
- GS2.** read common organizational signage in English accurately
- GS3.** read simple emails, instructions, advertisements, brochures, manufacturers labels, forms, formats and other common documents accurately
- GS4.** read and interpret correctly information about new products and services with reference to the organization and also from external forums such as websites and/or blogs
- GS5.** write appointments, names, addresses, simple emails, messages, and applications in English accurately
- GS6.** construct a CV or fill a job application form accurately representing skills, knowledge and past experiences in English accurately
- GS7.** write an accident or incident report accurately in English
- GS8.** fill in various applicable forms and formats at the workplace accurately

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- GS9.** maintain accurate records of client, services, operating and closing checklists, product stock status
- GS10.** listen and interpret correctly simple instructions in English
- GS11.** listen for and identify the main points of short explanations or presentations in English
- GS12.** listen to and follow short, straightforward explanations and instructions in English
- GS13.** introduce oneself and one's role to customers and visitors, in English and the local language
- GS14.** express clearly statements of fact and give short explanations, accounts and descriptions to customers, seniors and co-workers in English
- GS15.** give clear instructions to customers and/or coworkers as required
- GS16.** pronounce the sounds of English or use sign language sufficiently clearly to be generally understood
- GS17.** speak or communicate with reasonable ease in structured situations and short conversations on familiar topics
- GS18.** exchange information effectively to perform a task
- GS19.** give simple directions, instructions and explanations
- GS20.** ask and answer simple questions such as to establish customer needs, or who a visitor is seeking to meet and for what purpose
- GS21.** display an adequate range of vocabulary to communicate on familiar topics and perform simple tasks
- GS22.** use simple and compound sentences in conversations
- GS23.** avoid using jargon, slang or acronyms when communicating with a customer/ client, unless it is required
- GS24.** speak in a manner and tone that is professional, supportive, respectful and sensitive
- GS25.** listen and understand the local language in dealing with clients
- GS26.** decide on course of action by recalling organisational policy, procedures and service standards
- GS27.** make simple decisions with respect to appropriateness of own behaviour recalling principles and practices of professional and social etiquette
- GS28.** get information on limits of authority and permitted actions while making decisions on how to act in routine situations
- GS29.** get information on chain of command to be approached for decisions based on
- GS30.** identify, plan and schedule tasks related to own work, to achieve standards of personal presentations expected in a professional set-up
- GS31.** keep one's own documents and possessions in order at the workplace to ensure cleanliness, security and efficiency of use
- GS32.** organize tasks based on instructions from supervisor or manager in order to complete them on time in order of stated priority
- GS33.** organize service feedback files/documents
- GS34.** plan and manage work routine based on salon procedure
- GS35.** maintain the work area, equipment and product stocks to meet client schedules
- GS36.** maintain accurate records of clients, services and product stock levels
- GS37.** plan own development in line with feedback given from supervisor, coworkers and clients

Qualification Pack

- GS38.** prioritise response to customers based on urgency and criticality of need, status of the customer and supervisor inputs
- GS39.** minimize customer discomfort by taking permitted or directed actions in a timely manner
- GS40.** respond promptly to customers in a manner that aims to exceed their expectation
- GS41.** adhere to principles of service excellence as defined by the organization aimed at customer satisfaction
- GS42.** build customer relationships using a customer centric approach
- GS43.** follow hygiene, safety and personal presentation standards in line with customer and organisation expectations
- GS44.** identify problems that hinder achievement or increase risks
- GS45.** recall organizational policies, procedures, rules and guidelines applicable to the situation that may be used to decide course of action when faced with problems
- GS46.** act in line with organizational policies, procedures, supervisor/manager instructions, rules and guidelines to contribute towards resolution of the problem in a timely and safe manner, within limits of authority
- GS47.** escalate the problem in a timely manner to the supervisor/manager for effective resolution minimizing damage
- GS48.** explain the importance of resolving problem in a timely manner
- GS49.** explain the importance of accurate communications in problem resolution
- GS50.** explain the negative effects of hiding problems instead of identifying, highlighting and working to resolve them
- GS51.** seek guidance to define criteria and assign values of importance and urgency
- GS52.** sort information in order of importance
- GS53.** identify impact of own actions in terms of health, safety, security, customer satisfaction, influence of coworkers, achievement of task objectives
- GS54.** differentiate between routine and non-routine issues and escalate issues of a non-routine nature and as needed
- GS55.** verify information to clarify doubts through seeking guidance from organization documents, supervisor, managers and co-workers
- GS56.** identify relevant and reliable sources of information for seeking clarity where required
- GS57.** explain the concept of assumptions and how they impact decisions, actions and consequences
- GS58.** identify situations and possible underlying intent where information provided by others may be unreliable

Qualification Pack

Assessment Criteria

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| <i>Prepare and maintain work area</i> | 30 | 70 | - | - |
| PC1. ensure that ambient conditions are suitable for the client and the service procedures to be carried out in a hygienic, safe and disinfected environment such as using air purifiers to reduce dust, dander, smoke, allergens & odour resulting in a healthier, fresher & cleaner environment, restructuring the workplace set-up, by keeping a minimum distance of 2 meters in between two clientele, practicing social distancing by avoiding handshakes/ hugs to coworkers/ clientele, etc. | 2 | 6 | - | - |
| PC2. identify and select suitable equipment and products required for the respective services/ session | 2 | 5 | - | - |
| PC3. set up the area for services/ session in adherence to the organizational/ beauty salon/ centre's guidelines | 2 | 5 | - | - |
| PC4. place disposable towels, glasses for water, tea/ coffee and other items/ tools/ equipment's (applicable if any) in area convenient for efficient service/ session delivery | 2 | 5 | - | - |
| PC5. prepare sterilisation solution as per organizational/ salon standards using approved products and as per manufacturers instructions | 2 | 5 | - | - |
| PC6. sterilize, disinfect the area as per organizational standards using recommended solutions and conditions | 2 | 6 | - | - |
| PC7. dispose waste materials in adherence to the industry requirements; waste materials such as disposable linen, disposable head bands, disposable gowns, disposable apron, disposable face mask, disposable gloves, etc. | 2 | 5 | - | - |
| PC8. identify ways to optimize usage of material including water in various tasks/activities/processes | 2 | 5 | - | - |
| PC9. check for spills/leakages occurred while providing services | 2 | 4 | - | - |

Qualification Pack

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| PC10. identify and segregate recyclable, non-recyclable and hazardous waste generated in separate bin | 2 | 4 | - | - |
| PC11. store the unused disposable material properly in a dedicated area; material such as disposable masks, gloves, etc. | 2 | 4 | - | - |
| PC12. ensure electrical equipment and appliances are switched off when not in use | 2 | 4 | - | - |
| PC13. store records, materials and equipment securely in line with the policies | 2 | 4 | - | - |
| PC14. conduct awareness program (such as for Covid19) for the employees and display posters/signage's promoting regular hand-washing and respiratory hygiene in the premises | 2 | 4 | - | - |
| PC15. set up and promote digital modes of payment to lessen any kind of cross infection | 2 | 4 | - | - |
| NOS Total | 30 | 70 | - | - |

Qualification Pack

National Occupational Standards (NOS) Parameters

| | |
|----------------------------|--------------------------------|
| NOS Code | BWS/N9001 |
| NOS Name | Prepare and maintain work area |
| Sector | Beauty & Wellness |
| Sub-Sector | Generic |
| Occupation | Generic |
| NSQF Level | 3 |
| Credits | 1 |
| Version | 4.0 |
| Last Reviewed Date | 18/12/2025 |
| Next Review Date | 18/12/2028 |
| NSQC Clearance Date | 18/12/2025 |

Qualification Pack

DGT/VSQ/N0102: Employability Skills (60 Hours)

Description

This unit is about employability skills, Constitutional values, becoming a professional in the 21st Century, digital, financial, and legal literacy, diversity and Inclusion, English and communication skills, customer service, entrepreneurship, and apprenticeship, getting ready for jobs and career development.

Scope

The scope covers the following :

- Introduction to Employability Skills
- Constitutional values - Citizenship
- Becoming a Professional in the 21st Century
- Basic English Skills
- Career Development & Goal Setting
- Communication Skills
- Diversity & Inclusion
- Financial and Legal Literacy
- Essential Digital Skills
- Entrepreneurship
- Customer Service
- Getting ready for Apprenticeship & Jobs

Elements and Performance Criteria

Introduction to Employability Skills

To be competent, the user/individual on the job must be able to:

- PC1.** identify employability skills required for jobs in various industries
- PC2.** identify and explore learning and employability portals

Constitutional values – Citizenship

To be competent, the user/individual on the job must be able to:

- PC3.** recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.
- PC4.** follow environmentally sustainable practices

Becoming a Professional in the 21st Century

To be competent, the user/individual on the job must be able to:

- PC5.** recognize the significance of 21st Century Skills for employment
- PC6.** practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life

Basic English Skills

To be competent, the user/individual on the job must be able to:

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- PC7.** use basic English for everyday conversation in different contexts, in person and over the telephone
- PC8.** read and understand routine information, notes, instructions, mails, letters etc. written in English
- PC9.** write short messages, notes, letters, e-mails etc. in English

Career Development & Goal Setting

To be competent, the user/individual on the job must be able to:

- PC10.** understand the difference between job and career
- PC11.** prepare a career development plan with short- and long-term goals, based on aptitude

Communication Skills

To be competent, the user/individual on the job must be able to:

- PC12.** follow verbal and non-verbal communication etiquette and active listening techniques in various settings
- PC13.** work collaboratively with others in a team

Diversity & Inclusion

To be competent, the user/individual on the job must be able to:

- PC14.** communicate and behave appropriately with all genders and PwD
- PC15.** escalate any issues related to sexual harassment at workplace according to POSH Act

Financial and Legal Literacy

To be competent, the user/individual on the job must be able to:

- PC16.** select financial institutions, products and services as per requirement
- PC17.** carry out offline and online financial transactions, safely and securely
- PC18.** identify common components of salary and compute income, expenses, taxes, investments etc
- PC19.** identify relevant rights and laws and use legal aids to fight against legal exploitation

Essential Digital Skills

To be competent, the user/individual on the job must be able to:

- PC20.** operate digital devices and carry out basic internet operations securely and safely
- PC21.** use e- mail and social media platforms and virtual collaboration tools to work effectively
- PC22.** use basic features of word processor, spreadsheets, and presentations

Entrepreneurship

To be competent, the user/individual on the job must be able to:

- PC23.** identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research
- PC24.** develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion
- PC25.** identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity

Customer Service

To be competent, the user/individual on the job must be able to:

- PC26.** identify different types of customers
- PC27.** identify and respond to customer requests and needs in a professional manner.

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PC28. follow appropriate hygiene and grooming standards

Getting ready for apprenticeship & Jobs

To be competent, the user/individual on the job must be able to:

PC29. create a professional Curriculum vitae (Résumé)

PC30. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively

PC31. apply to identified job openings using offline /online methods as per requirement

PC32. answer questions politely, with clarity and confidence, during recruitment and selection

PC33. identify apprenticeship opportunities and register for it as per guidelines and requirements

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

KU1. need for employability skills and different learning and employability related portals

KU2. various constitutional and personal values

KU3. different environmentally sustainable practices and their importance

KU4. Twenty first (21st) century skills and their importance

KU5. how to use English language for effective verbal (face to face and telephonic) and written communication in formal and informal set up

KU6. importance of career development and setting long- and short-term goals

KU7. about effective communication

KU8. POSH Act

KU9. Gender sensitivity and inclusivity

KU10. different types of financial institutes, products, and services

KU11. how to compute income and expenditure

KU12. importance of maintaining safety and security in offline and online financial transactions

KU13. different legal rights and laws

KU14. different types of digital devices and the procedure to operate them safely and securely

KU15. how to create and operate an e- mail account and use applications such as word processors, spreadsheets etc.

KU16. how to identify business opportunities

KU17. types and needs of customers

KU18. how to apply for a job and prepare for an interview

KU19. apprenticeship scheme and the process of registering on apprenticeship portal

Generic Skills (GS)

User/individual on the job needs to know how to:

GS1. read and write different types of documents/instructions/correspondence

GS2. communicate effectively using appropriate language in formal and informal settings

Qualification Pack

- GS3.** behave politely and appropriately with all
- GS4.** how to work in a virtual mode
- GS5.** perform calculations efficiently
- GS6.** solve problems effectively
- GS7.** pay attention to details
- GS8.** manage time efficiently
- GS9.** maintain hygiene and sanitization to avoid infection

Qualification Pack

Assessment Criteria

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| <i>Introduction to Employability Skills</i> | 1 | 1 | - | - |
| PC1. identify employability skills required for jobs in various industries | - | - | - | - |
| PC2. identify and explore learning and employability portals | - | - | - | - |
| <i>Constitutional values – Citizenship</i> | 1 | 1 | - | - |
| PC3. recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc. | - | - | - | - |
| PC4. follow environmentally sustainable practices | - | - | - | - |
| <i>Becoming a Professional in the 21st Century</i> | 2 | 4 | - | - |
| PC5. recognize the significance of 21st Century Skills for employment | - | - | - | - |
| PC6. practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life | - | - | - | - |
| <i>Basic English Skills</i> | 2 | 3 | - | - |
| PC7. use basic English for everyday conversation in different contexts, in person and over the telephone | - | - | - | - |
| PC8. read and understand routine information, notes, instructions, mails, letters etc. written in English | - | - | - | - |
| PC9. write short messages, notes, letters, e-mails etc. in English | - | - | - | - |
| <i>Career Development & Goal Setting</i> | 1 | 2 | - | - |

Qualification Pack

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---|--------------|-----------------|---------------|------------|
| PC10. understand the difference between job and career | - | - | - | - |
| PC11. prepare a career development plan with short- and long-term goals, based on aptitude | - | - | - | - |
| <i>Communication Skills</i> | 2 | 2 | - | - |
| PC12. follow verbal and non-verbal communication etiquette and active listening techniques in various settings | - | - | - | - |
| PC13. work collaboratively with others in a team | - | - | - | - |
| <i>Diversity & Inclusion</i> | 1 | 2 | - | - |
| PC14. communicate and behave appropriately with all genders and PwD | - | - | - | - |
| PC15. escalate any issues related to sexual harassment at workplace according to POSH Act | - | - | - | - |
| <i>Financial and Legal Literacy</i> | 2 | 3 | - | - |
| PC16. select financial institutions, products and services as per requirement | - | - | - | - |
| PC17. carry out offline and online financial transactions, safely and securely | - | - | - | - |
| PC18. identify common components of salary and compute income, expenses, taxes, investments etc | - | - | - | - |
| PC19. identify relevant rights and laws and use legal aids to fight against legal exploitation | - | - | - | - |
| <i>Essential Digital Skills</i> | 3 | 4 | - | - |
| PC20. operate digital devices and carry out basic internet operations securely and safely | - | - | - | - |
| PC21. use e- mail and social media platforms and virtual collaboration tools to work effectively | - | - | - | - |
| PC22. use basic features of word processor, spreadsheets, and presentations | - | - | - | - |

Qualification Pack

| Assessment Criteria for Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--|--------------|-----------------|---------------|------------|
| <i>Entrepreneurship</i> | 2 | 3 | - | - |
| PC23. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research | - | - | - | - |
| PC24. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion | - | - | - | - |
| PC25. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity | - | - | - | - |
| <i>Customer Service</i> | 1 | 2 | - | - |
| PC26. identify different types of customers | - | - | - | - |
| PC27. identify and respond to customer requests and needs in a professional manner. | - | - | - | - |
| PC28. follow appropriate hygiene and grooming standards | - | - | - | - |
| <i>Getting ready for apprenticeship & Jobs</i> | 2 | 3 | - | - |
| PC29. create a professional Curriculum vitae (Résumé) | - | - | - | - |
| PC30. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively | - | - | - | - |
| PC31. apply to identified job openings using offline /online methods as per requirement | - | - | - | - |
| PC32. answer questions politely, with clarity and confidence, during recruitment and selection | - | - | - | - |
| PC33. identify apprenticeship opportunities and register for it as per guidelines and requirements | - | - | - | - |
| NOS Total | 20 | 30 | - | - |

Qualification Pack

National Occupational Standards (NOS) Parameters

| | |
|----------------------------|---------------------------------|
| NOS Code | DGT/VSQ/N0102 |
| NOS Name | Employability Skills (60 Hours) |
| Sector | Cross Sectoral |
| Sub-Sector | Professional Skills |
| Occupation | Employability |
| NSQF Level | 4 |
| Credits | 2 |
| Version | 1.0 |
| Last Reviewed Date | 18/12/2025 |
| Next Review Date | 18/12/2028 |
| NSQC Clearance Date | 18/12/2025 |

Assessment Guidelines and Assessment Weightage

Assessment Guidelines

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC
3. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.
4. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below)
5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training center based on this criterion
6. To pass the Qualification Pack, every trainee should score a minimum of 70% in aggregate
7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack

Qualification Pack

Minimum Aggregate Passing % at QP Level : 70

(Please note: Every Trainee should score a minimum aggregate passing percentage as specified above, to successfully clear the Qualification Pack assessment.)

Assessment Weightage

Compulsory NOS

| National Occupational Standards | Theory Marks | Practical Marks | Project Marks | Viva Marks | Total Marks | Weightage |
|--|--------------|-----------------|---------------|------------|-------------|------------|
| BWS/N3201.Introduction to Elderly Holistic Well-being | 36 | 64 | - | - | 100 | 15 |
| BWS/N0508.Carry out Wellness Assessments and Nutritional Modifications | 26 | 74 | - | - | 100 | 15 |
| BWS/N0616.Provide Basic Skin Care, Hair Care and Alternative Therapy | 29 | 71 | - | - | 100 | 15 |
| BWS/N0233.Provide Yoga and Meditation Services for Elderly | 29 | 71 | - | - | 100 | 15 |
| BWS/N9002.Maintain health and safety at the workplace | 33 | 67 | - | - | 100 | 10 |
| BWS/N9003.Create a positive impression at the workplace | 36 | 64 | - | - | 100 | 10 |
| BWS/N9001.Prepare and maintain work area | 30 | 70 | - | - | 100 | 10 |
| DGT/VSQ/N0102.Employability Skills (60 Hours) | 20 | 30 | - | - | 50 | 10 |
| Total | 239 | 511 | - | - | 750 | 100 |

Qualification Pack

Acronyms

| | |
|-------------|---|
| NOS | National Occupational Standard(s) |
| NSQF | National Skills Qualifications Framework |
| QP | Qualifications Pack |
| TVET | Technical and Vocational Education and Training |

Qualification Pack

Glossary

| | |
|--|--|
| Sector | Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests. |
| Sub-sector | Sub-sector is derived from a further breakdown based on the characteristics and interests of its components. |
| Occupation | Occupation is a set of job roles, which perform similar/ related set of functions in an industry. |
| Job role | Job role defines a unique set of functions that together form a unique employment opportunity in an organisation. |
| Occupational Standards (OS) | OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the Knowledge and Understanding (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts. |
| Performance Criteria (PC) | Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task. |
| National Occupational Standards (NOS) | NOS are occupational standards which apply uniquely in the Indian context. |
| Qualifications Pack (QP) | QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code. |
| Unit Code | Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N' |
| Unit Title | Unit title gives a clear overall statement about what the incumbent should be able to do. |
| Description | Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for. |
| Scope | Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required. |

Qualification Pack

| | |
|---|--|
| Knowledge and Understanding (KU) | Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard. |
| Organisational Context | Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility. |
| Technical Knowledge | Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities. |
| Core Skills/ Generic Skills (GS) | Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles. |
| Electives | Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives. |
| Options | Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options. |